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ABSTRACT

This unit of instruction is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and others with basic instructional materials needed to guide and assist inservice vocational teachers in improving professional teaching competencies. This unit on developing individualized education programs (IEPs) for handicapped vocational students contains lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a 3-hour inservice training session. The three lesson plans cover the characteristics of an IEP, steps in developing an IEP, and practical experience in IEP development. Included in the lesson plans are student learning objectives, materials and equipment needed, introduction, learning activities with suggested dialogue, application, evaluation, and summary. An appendix includes case study information for a practical exercise in IEP development. Directions for using the instructional inservice unit are included in the package. (SK)

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DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAMS (IEP'S) FOR HANDICAPPED VOCATIONAL STUDENTS

DEVELOPED BY

VIRGINIA WHITE

AUGUST, 1980

Comprehensive Vocational Teacher Education Program
for the Mississippi ARC Region

HARRY D. HOLLOWAY, PROJECT DIRECTOR
GERALD A. RICHARDSON, ASSOCIATE PROJECT DIRECTOR

Department of Industrial and Occupational Education
Mississippi State University
Mississippi State, Mississippi 39762

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Inservice Instructional Unit IIH

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FOREWORD

This unit of instruction is one of a series developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to guide and assist inservice vocational teachers in improving professional teaching competencies. The competencies addressed are those which have been identified and validated as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Each unit contains the lesson plans, instructional material, teaching aids, transparency masters, evaluation instruments, and references needed to conduct a minimum of three hours of inservice training on the subject. The material contained in each unit was thoroughly researched and field tested before inservice vocational teachers, teacher educators and vocational directors before being published and is considered appropriate for teachers in all occupational areas and at both the secondary and post-secondary levels of instruction.

Special recognition for major roles in the direction, development, coordination, and testing of these instructional units is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve member Program Steering Committee which so ably assisted in identifying inservice teacher needs and

priorities; the graduate interns and assistants of the Department of Industrial and Occupational Education, Mississippi State University who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of this project.

Harry D. Holloway
Project Director

HOW TO USE THIS INSTRUCTIONAL UNIT

1. This instructional unit is designed to provide sufficient material for a three hour inservice training session. The comprehensiveness of each lesson will depend upon the class time available and the total preparation of the teacher.
2. Teachers should carefully study each lesson plan, teaching aid, instructional sheet and transparency before attempting to use them. Since each lesson is planned around material found in the references, it is suggested that the references be studied if possible.
3. The lesson plans are intended as guides for assisting the teacher. However, they are flexible enough to allow the teachers to inject their own personality and techniques into the lesson.
4. It is suggested that the teacher follow five stages in teaching: preparation, presentation, application, verification, and summary. The presentation and application stages can often be combined and the summary may be used at any point in the lesson.
5. Coding of teaching aids, instructional sheets, transparencies, and evaluation instruments.
   a. Units of instruction are designated by Roman Numerals and capital letters (IA, IB, IIA, IIB, etc.).
   b. Lesson plans are designated by capital letters (A, B, C, etc.).
   c. Teaching aids are designated by (A) and an arabic numeral and coded to the lesson with which it will be used.

      Example: The first teaching aid for the second lesson in unit IIIA would be coded IIA-B-(A1).

d. Instructional sheets are designated by (I) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The second instructional sheet for the first lesson in unit IIA would be IIA-A-(I2)

e. Transparencies are designated by (T) and an arabic numeral and coded to the lesson with which it will be used.

   Example: The third transparency to the second lesson of unit IIIA would be coded IIIA-B-(T3).

f. Evaluation instruments are designated by an (E) and coded to the lesson with which it will be used.

   Example: An examination to be given in the third lesson of unit IA would be IA-C-(E).

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COMPREHENSIVE VOCATIONAL TEACHER EDUCATION PROGRAM
FOR
THE MISSISSIPPI ARC REGION

UNIT PLAN

UNIT TITLE: Development of Individualized Education Program (IEP's) for Handicapped Vocational Students

PREPARED BY: Virginia White Date: August, 1980

I. INTRODUCTION:

Public Law 94-142 requires that an Individualized Education Program (IEP) be developed and maintained for each handicapped child enrolled in a public school system. Since handicapped children will be enrolled in vocational programs, it is essential that vocational teachers have a clear understanding of their role and responsibility in the IEP development and implementation process.

II. UNIT OUTLINE:

A. Characteristics of an IEP

1. What is an IEP?
2. Why have an IEP?
3. Components of an IEP
4. Responsibility

B. Steps in Developing an IEP

1. Form an IEP committee
2. Hold committee meetings
3. Gather student data
4. Develop annual goals
5. Develop short term objectives
6. Develop evaluation procedures
7. Assign responsibility
8. Potential problems in developing the IEP

C. Practical Exercise in Developing an IEP

III. STUDENT PERFORMANCE OBJECTIVES

Upon completion of this unit of instruction, the student will be able to:

A. Identify the components of the IEP

B. Explain the steps involved in developing the IEP

C. Discuss the problems involved in developing and implementing the IEP

D. Write an IEP

IV. STUDENT LEARNING ACTIVITIES

Written pretest

Listen to teacher presentation

Examine handouts and other audio-visuals

Participate in class discussion, role playing, and practical exercises

Teacher examination of students by oral and written questions

RESOURCES REQUIRED

Filmstrip/tape, Better Than I Thought/RX for Independence

Filmstrip projector/tape recorder
Overhead projector
Screen

Transparencies:
- Characteristics of an IEP
- Components of an IEP
- IEP Committee Membership

Instructional Sheets:
- Sample IEP
- Potential Problems in Writing an IEP
- Sample IEP

Teaching Aids:
- Definition of Terms
- Definition of Specialists
- Vocational Education Section of an IEP
- Problems in Developing an IEP

Practical Exercise Packets consisting of:
- Instructional sheet
- Student personal data
- Report of physical exam
- Report of psychological evaluation
- Comments of L. D. teacher

Comments of parent
Blank IEP forms
Blank transparencies (IEP forms)
Visual aid pen or china marker pencil

V. STUDENT EVALUATION:

Students will be given a written pretest and post-test. The teacher will also evaluate student performance on the basis of oral questions in class and quality of work produced during a practical exercise.

VI. RESOURCE MATERIALS:

Alfest, Myra (ed.). Vocational Education for Students with Special Needs: A Teacher's Handbook. Fort Collins, Colorado: Department of Vocational Education, Colorado State University, 1975.

Ballard, Joseph. Public Law 94-142 and Section 504, Understanding What They Are and Are Not. Reston, Virginia: The Council for Exceptional Children, 1978.

"Education of Handicapped Children." Federal Register 42 (August 23, 1977).

McKinney, Lorella A., and Seay, Donna M. Development of Individualized Education Programs for the Handicapped in Vocational Education. Columbus, Ohio: National Center for Research in Vocational Education, 1979.

Mississippi Department of Education. Fiscal Year 1979 - Annual Program Plan for Part B of the Education of the Handicapped Act.

Moorman, Jerry W. Vocational Education for the Handicapped: An Inservice Instructional Unit. Mississippi State, Mississippi, Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region, 1980.

Norton, B.D. Project IEP: Wisconsin State Report. Washington, D.C.: Bureau of Education for the Handicapped, U.S. Office of Education, November, 1977.

Rothschild, Judith; Kjerland, Linda; and Heller, Dinah. Training Activities and Strategies: A Handbook for Head Start Supervisors and Coordinators Providing Staff Training on Concepts of Mainstreaming. New York University, September, 1979.

"Section 504 Regulation." Federal Register 42 (May 4, 1977).

Turnbull, Ann P., and Schulz, Jane B. Mainstreaming Handicapped Students: A Guide for the Classroom Teacher. Boston: Allyn and Bacon, Inc., 1979.

U.S. Congress, Education for all Handicapped Children Act of 1975, P.L. 94-142, 94th Congress, 1st Session.

Wall, James E. (ed.). Vocational Education for Special Groups. Washington, D.C.: American Vocational Association, 1976.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IIH
Lesson IIH-A

UNIT TITLE: Development of Individualized Educational Programs (IEP's) for Handicapped Vocational Students

LESSON SUBJECT: Characteristics of an IEP

OBJECTIVE: After listening to the lecture and participating in class discussion, the student will be able to:

A. Identify and discuss the purposes of an IEP.

B. Identify and discuss the components of an IEP.

C. Identify and discuss the roles of the different individuals involved in the development of an IEP.

TEACHING AIDS: Filmstrip/tape, Better Than I Thought/RX for Independence

Pretest:	IIH-A-(E1)
Teaching Aids:	IIH-A-(A1) IIH-A-(A2) IIH-A-(A3)
Instructional Sheet:	IIH-A-(I1)
Transparencies:	IIH-A-(T1) IIH-A-(T2)

MATERIALS/EQUIPMENT: Filmstrip projector

Overhead projector

Tape player

Screen

REFERENCES: A Comprehensive Approach for Developing IEP's for the Pre School Handicapped, National RAP Task Force Report, January, 1979.

Vocational Education for the Handicapped by Jerry W. Moorman, Mississippi State University.

Fiscal Year 1979 - Annual Program Plan for Part B of the Education of the Handicapped Act, Mississippi Department of Education.

Public Law 94-142 and Section 504, Understanding What They Are and Are Not by Joseph Ballard. (The Council for Exceptional Children· Reston, Virginia, 1978.)

I. INTRODUCTION (Preparation of the Learner)

P.L. 94-142, Education For All Handicapped Children Act, requires that all handicapped children be provided opportunity for a public education in the least restricted environment. P.L. 94-142 further requires that an Individual Education Program (IEP) be developed for guiding the learning activities of each handicapped student. Since the least restrictive environment for educating a handicapped student may be a vocational education program, vocational teachers must be skilled in developing and implementing IEP's.

During this period, we will examine the purposes of an IEP, its components, the roles and responsibilities of the different individuals involved in developing an IEP.

Administer Pretest IIH-A-(E1)

Show filmstrip and play tape: Better Than I Thought/RX for Independence

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. What is an IEP? Teaching Aid IIH-A-(A1) Transparency IIH-A-(T1)	1. An IEP is a written program which: a. Identifies the educational needs of an individual handicapped student b. Specifies the special education and related services needed by an individual handicapped student c. Specifies what will be provided an individual handicapped student

2. An IEP is not an instructional plan or set of general guidelines upon which a program will be developed

B. Why an IEP?

1. It is required by P.L. 94-142 for each handicapped student
2. Provides a guide for developing, implementing and evaluating student learning activities

C. Components of an IEP

Transparency IIH-A-(T2)

Instructional Sheet IIH-A-(I1)

1. Personal data on the student
2. A statement of the present levels of educational performance of the student
3. A statement of annual goals and short term instructional objectives
4. A statement of the specific educational services to be provided and the extent to which the student will be able to participate in regular education programs
5. The projected date for initiation and anticipated duration of such services
6. Appropriate objective criteria, evaluation procedures and schedules for determining, at least on an annual basis, whether instructional objectives are being achieved
7. Names of the members of the IEP committee which developed the IEP
8. The names of the individuals responsible for maintaining and implementing the IEP
9. Signature of parent (or guardian) along with their statement as to whether they agree with the proposed IEP for their child

D. Responsibility for development and implementation of the IEP

Teaching Aid IIH-A-(A2)

Teaching Aid IIH-A-(A3)

1. P.L. 94-142 mandates that the following individuals be involved in the development of the IEP
   a. Parents or guardians
   b. Teacher or teachers of the student

c. A representative of the local education agency who is qualified to provide or supervise the provision
d. The student (if appropriate)

2. Specialist in working with the handicapped such as may be required
   a. Medical social worker
   b. Child psychologist
   c. Psychiatrist
   d. Special Education teacher
   e. Audiologist
   f. Speech pathologist
   g. Occupational therapist
   h. Physical therapist
3. Each state or local educational agency shall insure that an IEP is provided for each student who is receiving or will receive special education

III. APPLICATION (Drill, illustration, questions, participation in discussion assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of material presented)

Students will be evaluated on the basis of their answers to oral questions.

A written examination will be administered at the end of the last lesson of this unit.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - The objective of this lesson was to learn the purposes and components of the IEP.

Point 2 - The IEP is a written practical plan for meeting the identified educational needs of a handicapped student.

Point 3 - Many individuals, such as parents, teachers, counselors, administrators, students and specialists have responsibilities concerning the development of an IEP.

PRETEST

IEP's for the Exceptional Student in a Vocational Educational Setting

1. What does IEP mean?

2. What law mandated IEP?

3. Name three necessary components of an IEP.

4. What persons must be involved in the preparation of an IEP?

5. How often must IEP's be reviewed?

Teaching Aid 1

DEFINITION OF TERMS

Exceptional Student - Handicapped (as defined by P.L. 94-142 and who require Special Education and related services):

1. Mental retardation
2. Deaf or hearing impaired
3. Blind or visually impaired
4. Emotionally disturbed
5. Learning disabled
6. Speech impaired
7. Orthopedically impaired
8. Health impaired

Special Education (as defined by P.L. 94-142):

Education tailored to the specific needs of the individual student because of his exceptionality.

Related Services (as defined by P.L. 94-142):

Transportation and all other supportive services which may be required to assist the exceptional student to benefit from special education, including the identification and assessment by an appropriate professional.

Professional Diagnosis:

A categorical placement of the exceptional student which has been determined by a licensed or certified person in exceptionality area who can make appropriate recommendations for medical and/or educational intervention.

Classroom Assessment:

Observations of the teacher of the student's strengths and weaknesses in abilities both physical and learning.

Functional Assessment:

The professionals' description of the student's strengths and weaknesses which should include an evaluation of skills areas such as motor, cognitive, language, and social abilities.

IEP:

A plan of action to be used by the teacher in the classroom to provide special services based on the recommendations as determined from the classroom and functional assessments as well as input from parents, student and any other pertinent information available.

Teaching Aid 2

DEFINITIONS OF SPECIALISTS

Medical Social Worker:

Education: Master's Degree from approved school of social work; two years casework experience.

Duties: Assists patients and families with personal and environmental difficulties which predispose illness or interfere with their obtaining maximum benefits from medical care. Participates in team conferences, works individually with patient and family; works with community agencies.

Child Psychologist:

Professional: Behavioral/Emotional Disorders; Screening Diagnosis and Treatment.

Specialist in area of child behavioral development/problems; with both the specialized background in a particular subject as well as background in personality, social/emotional, cognitive, perceptual, motor and language development. He/she can observe, diagnose and treat behavioral difficulties, counsel parents and consult with teachers.

Child Psychologists are usually employed by public school systems and mental health centers and may be employed also by hospitals, universities, colleges and special clinics as well as be in private practice.

Psychiatrist:

Physician who specializes in diagnosing and treating mental, behavioral and emotional disorders. (Webster's Dictionary, 1975)

Special Education Teacher:

A teacher with expertise in learning disabilities (LD), special learning and behavioral problems (SLBP), special learning disabilities (SLD). Some special education teachers specialize in teaching children who are educable mentally retarded (EMR) or trainable mentally retarded (TMR). Usually they are employed by public school systems, although there are some in universities, colleges or special clinics.

Audiologist:

Professional, hearing problems; screening, diagnosis and treatment.

Audiologist: (continued)

Education: Master's Degree in Audiology and Speech Pathology with sufficient course credits in speech and hearing to be certified by the American Speech and Hearing Association. Some employers require a doctor's degree in audiology.

Duties: Specializes in diagnostic, habilitative and rehabilitative services and research related to hearing; administers tests to determine hearing loss and what hearing aid and/or special training would be most helpful. Plans, directs, conducts or participates in habilitative and rehabilitative programs; may perform some of the duties of a Speech Pathologist.

Speech Pathologist:

Professional, communications disorders (language, hearing, articulation and motor skills); screening, diagnosis and treatment.

Education: Master's Degree in Audiology and Speech Pathology with adequate course credits in speech and hearing to be certified by the American Speech and Hearing Association. Some employers require a doctoral degree in speech pathology.

Duties: Diagnose, treat and perform research; diagnose speech and language disorders by evaluating causes and test results; treat speech and language impairments such as stuttering, delayed speech, cleft palate, cerebral palsy, impaired hearing; determine need for referral to other specialists; plan, direct or conduct remedial program; instruct nurses, teachers, physicians in basics of speech therapy. May perform some duties of an Audiologist.

Occupational Therapist:

Education: B.S. in Occupational Therapy and certification by the Board of Registry of the American Occupational Therapy Association.

Duties: Organizes and conducts occupational therapy program to facilitate rehabilitation of mentally or physically handicapped; consults with others of rehabilitation team to select most appropriate activities; designs activities in terms of patient's abilities, etc.

Physical Therapist:

Education: B.S. in Physical Therapy plus a supervised clinical internship of four months to prepare for professional registration. Most states now require an examination before granting a license to practice.

Duties: Organizes and conducts medically prescribed physical therapy program; evaluates records and reports patients' progress for review by members of rehabilitative team.

OTHER SPECIALISTS

Cardiologist - A physician who conducts diagnosis and treatment/management of disorders related to the heart.

General Practitioner - A physician with general skills in the treatment and care of health problems. (G.P.)

Neurologist - A physician who screens, diagnoses and treats disorders of the nervous system such as paralysis, reflex coordination and perceptual dysfunctions.

Nutritionist - A professional who has special training and experience in planning appropriate diets.

Opthalmologist - A physician who conducts screening, diagnosis and treatment/care of disorders related to visual acuity.

Optometrist - A therapist skilled in the assessment of visual acuity and the adaptation of corrective lenses and in the assessment/management of visual perception and related difficulties.

Orthopedist - A physician who diagnoses and treats/manages disorders related to the bone and skeleton.

Otologist - A physician who diagnoses and treats/manages physical disorders related to the ear, nose and throat (ENT).

Pediatrician - A physician skilled in the diagnosis and treatment of childhood diseases and in the health care of children.

Psychologist - A professional trained in the understanding of human behavior and emotional development who conducts screening, diagnosis and therapy through use of behavior management principles. (Non-physician)

Public Health Nurse - A Registered Nurse (R.N.) who surveys, screens and manages family and community health care.

Social Worker - A professional with special training and experience in helping people interact with their society as well as with family members, health care providers and others whose services they need.

Teacher of the Deaf - Teacher with special skills in the academic education of the person with a hearing loss.

Teaching Aid 3

VOCATIONAL EDUCATION SECTION OF THE IEP

If a special education student is enrolled in a vocational education program, the nature of the program must be considered before it is included in the IEP. The extent to which a vocational program must be included in the IEP will be determined as follows:

A. If the vocational program does not have to be modified in any way to accomodate the student, then annual goals and short term objectives are not required. However, a statement should be made in the primary assignment section to indicate that the student is enrolled in a vocational program.

B. If a vocational program must be modified (changes in teaching methods, curriculum content, media materials, laboratory reorganization, etc.) to accomodate a special education student's individual learning needs, this should be listed in the primary assignment and annual goals and short term objectives for the course the student is taking must be written. In cases where a vocational program must be modified, the vocational teacher (or a representative of the vocational-technical center) must be invited to participate in the IEP Planning Meeting.

C. If a special education student is enrolled in a work study or cooperative program, this should be shown in the primary assignment section.

CHARACTERISTICS OF AN IEP

AN IEP IS A WRITTEN PROGRAM WHICH

* IDENTIFIES THE EDUCATIONAL NEEDS OF AN INDIVIDUAL HANDICAPPED STUDENT

* SPECIFIES THE SPECIAL EDUCATION AND RELATED SERVICES NEEDED BY AN INDIVIDUAL HANDICAPPED STUDENT

* SPECIFIES WHAT WILL BE PROVIDED AN INDIVIDUAL HANDICAPPED STUDENT

COMPONENTS OF AN INDIVIDUALIZED EDUCATION PROGRAM

* PRESENT LEVEL OF EDUCATIONAL PERFORMANCE

* ANNUAL GOALS AND SHORT TERM OBJECTIVES

* SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED

* EXPECTED LEVEL OF PARTICIPATION BY STUDENT IN REGULAR CLASSROOM

* PROJECT DATE FOR INITIATION AND DURATION OF SERVICES

* OBJECTED CRITERIA AND ASSESSMENT PROCEDURES

* SCHEDULE AND PROCEDURES FOR REVIEW (AT LEAST ANNUALLY)

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
SCHOOL DISTRICT Jackson Municipal

Student's Name: John Smith
Birthdate: May 20, 1964
Grade Program: 11th
School: Berks Vocational-Technical
Date Written: June 14, 1980
Annual Review Date: June 10, 1980
Teacher(s): Ms. Turner, Mr. Jones
Person Responsible for Implementation of Program: Mr. Smart
Date of IEP Planning Meeting: June 1, 1980

Participants in IEP Development and Writing:

Name	Title
Mrs. Smith	Parent
Mr. Smart	Spec. Ed. Supvr.
Ms. Turner	L.D. Teacher
Mr. Jones	Vocational Teacher

Primary Assignment(s):	Date of Initiation	Expected Duration of Services
Learning Disability Program	August, 1980	Ongoing
Vocational Program (Machine Shop)	August, 1980	Ongoing

Reason for Assignment(s):

John is functioning at 6th grade level in reading and 4th grade level in math. L.D. program will provide remedial instruction in these areas. John was placed in the Machine Shop program on the basis of: results in Prognostic Test of Mechanical Abilities, expressed interest in the area, and prescribed academic achievement in the L.D. program.

Related Services:	Date of Initiation	Expected Duration of Services
Bus Transportation	August, 1980	Ongoing
Physical Education	August, 1980	Ongoing

Special Media or Materials:

Resource room instruction in reading and math.

I have had the opportunity to participate in the development of the IEP for my (son) (~~daughter~~) and I (agree) (~~disagree~~) with it.

Mrs. Smith
Signature of Parent

Student's Name: John Smith

Date IEP Written: June 1, 1980

Instructional Area: Learning Disabilities

Annual Goal: John will increase his knowledge of content areas in math.

Instructional Task: Improve measuring skills.

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
Given necessary tools, instruction, and requisite knowledge, John will: 1. Identify gradients on a ruler 2. Use a ruler to measure 3. Identify fractional parts of a variety of shapes 4. Convert fractions to decimals and decimals to fractions	Students develop knowledge of concepts of measuring through class discussion and group exercises Students perform practical exercises in workbook Students review text and instructional materials Teacher assigns text review materials Materials Rulers Text, workbooks Visual aids Models	Teacher-produced tests Teacher-directed questioning Workbooks Performance tests	1. Be able to identify 1/8, 1/4, and 1/2 inch 2. Be able to measure length to the nearest 1/2, 1/4, 1/8 inch with 80% accuracy 3. Be able to identify fractional parts with 85% accuracy 4. Be able to convert fractions to decimals and decimals to fractions with 95% accuracy

IIH-A-(II)
(2 of 5)

Student's Name: John Smith

Date IEP Written: June 10, 1980

Instructional Area: Learning Disabilities
Annual Goal: John will increase computational skills in math.
Instructional Task: Perform mathematical computations

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
Given the necessary materials and knowledge, John will: 1. Multiply two-digit number by a two-digit number 2. Recall the basic division facts for zero to nine tables 3. Compute the value of certain objects and determine the correct amount of money to buy the objects 4. Solve word problems using appropriate operations	Classroom discussion and group exercises Individual practical exercises Role playing (i.e. pricing objects and computing costs) Workbooks Materials Text Instructional sheets Workbooks Visual aids	Teacher-produced tests Teacher-directed questioning Completed workbooks Performance tests	1. Complete 20 two-digit by two-digit multiplication problems with 80% accuracy 2. Recall basic discussion of facts for zero to nine tables with 100% accuracy 3. Be able to compute value of certain objects and determine correct amount of money necessary to buy with 95% accuracy. 4. Solve word problems using appropriate application with 80% accuracy

Student's Name: John Smith

Date IEP Written: June 10, 1980

Instructional Area: Learning Disabilities
Annual Goal: John will increase his reading comprehension skills.
Instructional Task: Comprehend and interpret written materials

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
1. After reading a short story, John will state the main idea or ideas of the story. 2. John will make judgements, draw inferences or anticipate outcomes of stories in his reading book. 3. John will be able to follow written directions.	Practice in reading Individual tutoring Discussions with teacher <u>Materials</u> Reading text Reading resource room Reading materials relating to his expressed area of interest	Teacher-made tests Teacher-directed questioning Performance tests	1. State ideas of a story to satisfaction of the teacher 2. State judgements, inferences, or outcomes of stories read to the satisfaction of the teacher 3. Follow five sets of written directions with 100% accuracy

-20-

IIH-A-(II)
(4 of 5)

Student's Name: John Smith

Date IEP Written: June 10, 1980

Instructional Area: Machine Shop
Annual Goal: John will learn to set up and operate a variety of machine tools.
Instructional Task: Set-up and operation of machine tools

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
Provided with the necessary knowledge, tools, materials and equipment, John will be able to understand and perform the following operations correctly: 1. Lathe operation a. Facing b. Turning c. Boring d. Threading 2. Drill Press operation a. Layout b. Center drilling c. Counter d. Tap alignment 3. Floor Grinder a. Lathe tool bit grinding b. Drill bit grinding	Individualized instruction contingent upon the level of understanding of the material presented to John Drill and practical exercises in the laboratory Specialized help from Special Education personnel Materials Textbooks Instructional sheets Machine Shop Laboratory Models and visual materials	Teacher-prepared written tests Teacher-directed questioning Performance tests	Standards specified in textbooks, manufacturers' manuals, instructional sheets, drawings, etc. will be correctly applied as judged by the teacher.

INSTRUCTOR'S PLAN

INFORMATIONAL LESSON

Unit IIH
Lesson IIH-B

UNIT TITLE: Development of Individualized Education Programs for Handicapped Vocational Students

LESSON SUBJECT: Steps in Developing an IEP

OBJECTIVE: After listening to the lecture and participating in class discussion, the student will be able to identify and discuss the steps in developing an IEP.

TEACHING AIDS: Teaching Aid: IIH-B-(A1)

Transparency: IIH-B-(T1)

MATERIALS/EQUIPMENT: Viewgraph projector and screen

REFERENCES: Public Law 94-142 and Section 504, Understanding What They Are and Are Not by Joseph Ballard. (The Council for Exceptional Children: Reston, Virginia, 1978.)

I. INTRODUCTION (Preparation of the Learner)

Now that we understand the purposes of the IEP, its components and who is responsible for developing it, we will examine the steps (or procedures) for developing an IEP. Also, we will consider some of the problems IEP developers might expect to encounter.

II. LEARNING ACTIVITIES (Presentation of Information)

Instructional Topics Teaching Points	Things For Students To Do Things For Instructor To Do And Say
A. Formation of IEP Committee Transparency IIH-B-(T1)	1. Chairperson designated by school administration 2. Committee membership usually designated by chairperson 3. P.L. 94-142 requires that membership include: a. Special Education Supervisor for the School District b. Child's teacher (or teachers) c. Child's parents (or guardian)

4. If the child is being evaluated for the first time, P.L. 94-142 requires that someone familiar with assessment procedures and results be on the committee.
5. Other specialist (including those representing the parents) may serve on the committee if appropriate.

B. Hold committee meetings

1. Held at a time and place convenient to other members
2. Steps should be taken to insure that parents of the handicapped child are present at each meeting.
3. Meetings can be held without parents. However, in such cases the school must have records of its attempts to involve parents such as:
   a. Records of phone calls
   b. Copies of correspondence sent to the parents
   c. Records and home visits

C. Gather student data

1. Personal data
2. Educational performance data
3. Information pertinent to vocational skills
4. Other information deemed important to development of IEP

D. Develop annual goals

1. Based on areas of need
2. Listed in order of priority

E. Develop short term objectives

1. Based on annual goals
2. Criterion referenced
3. Designate
   a. Resources required
   b. Special services required
   c. Techniques
4. Establish time schedule for:
   a. Obtaining resources
   b. Beginning and ending special services
   c. Accomplishment of objectives

F. Develop evaluations procedure

1. Evaluation criterion
2. Schedule for review
3. Responsibility for review

G. Assign responsibility

1. Name individuals responsible for:
   a. Obtaining special services
   b. Maintaining and implementing IEP
2. Obtain parents' signatures agreeing or disagreeing with IEP

H. Potential problems in developing the IEP

Teaching Aid IIH-B-(A1)

1. Lack of information on student
2. Lack of interest by parents
3. Lack of teachers competent in specialized education
4. Inadequate evaluation of student
5. Inconvenient scheduling of committee meetings
6. Scarcity of curriculum guides for vocational courses with measurable performance objectives
7. Inability of educational staff to understand medical professional jargon
8. Lack of knowledge by teachers of medical condition
9. Lack of interest by outside professionals
10. Inability of parents to understand IEP and vocational education
11. Mainstreaming of students with time constraints
12. Insufficient funds to provide services which would be mandated by the IEP
13. Making IEP fit resources available

III. APPLICATION (Drill, illustration, questions, participation in discussion, assignments, investigations, note taking, etc.)

Steps II and III are combined.

During the lecture, students will be encouraged to analyze the information through question and answer and discussion, and be provided an opportunity to examine handouts.

IV. EVALUATION (Verification of students' comprehension of material presented)

Students will be evaluated on the basis of their answers to oral questions and their performance on a practical exercise.

V. SUMMARY (Reemphasize the important points. This summary may be given at any place in the lesson the teacher feels will be profitable to the student.)

Point 1 - P.L. 94-142 requires that the IEP be developed by a committee consisting of the Special Education Supervisor for the School District, the parents (or guardian), and the student's teacher(s) as a minimum.

Point 2 - The IEP must contain the student's primary assignment(s), annual goals, short term objectives and evaluation procedures and criteria.

Point 3 - If a special education student is enrolled in a vocational program, and the program must be modified to meet the student's special learning needs, then a representative of the vocational-technical center must be invited to participate in the IEP Planning Meeting.

IEP COMMITTEE MEMBERSHIP

P.L. 94-142 REQUIRES THAT AN IEP COMMITTEE BE COMPOSED OF:

- SPECIAL EDUCATION SUPERVISOR FOR THE SCHOOL DISTRICT
- CHILD'S TEACHER (OR TEACHERS)
- CHILD'S PARENTS (OR GUARDIAN)
- SPECIALISTS (AS APPROPRIATE)
- CHILD (IF APPROPRIATE)

Teacher Aid 4

POTENTIAL PROBLEMS IN WRITING AN IEP

1. Lack of information on student
2. Lack of interest from parents
3. Lack of teachers competent in specialized areas of vocation
4. Inadequate evaluation of student
5. Inconvenient scheduling of committee meeting
6. Scarcity of curriculum outlines for vocational courses with measurable performance objectives
7. Inability of educational staff to understand medical professional jargon
8. Lack of knowledge of teachers in medical conditions
9. Lack of interest from outside professional personnel
10. Inability of parents to understand IEP's and vocational education
11. Mainstreaming of students - with time references
12. Insufficient funds to provide services which would be mandated by a suitable IEP
13. Making IEP fit resources available

PRACTICAL EXERCISE IN IEP DEVELOPMENT

UNIT TITLE: Development of Individualized Education Program (IEP's) for Handicapped Vocational Students

LESSON SUBJECT: Practical Exercise in IEP Development

OBJECTIVE: Upon completion of this lesson the student will be able to develop and write an Individualized Education Program (IEP).

MATERIALS/EQUIPMENT: Practical exercise packet consisting of:

- Instructional sheet
- Student's personal data sheet
- Report of physical examination of student
- Report of psychological evaluation of student
- Comments of Learning Disabilities teacher
- Comments of student's parent
- Blank IEP forms
- Transparencies of blank IEP forms
- Visual aid pen or china marking pencil

Instructional Sheet IIH-C-(I1)

Overhead projector and screen

INTRODUCTION: During previous lessons, we learned the what and why of the IEP, its components, the steps to be followed in developing it, and who is responsible for developing it. During the remaining time allotted for this unit of instruction, we will apply the knowledge we have acquired to actually developing an IEP.

PROCEDURE:

A. Teacher divides the class into groups of five students each to simulate the formation of an IEP committee.

B. Teacher designates individuals of each committee to play the roles of:

1. Special Educational Supervisor for the School District (serves as committee chairperson)
2. Learning Disability Teacher
3. Vocational Teacher
4. Parent
5. Student

C. Teacher distributes materials from the practical exercise packet to committee members as follows:

1. Committee Chairperson
   a. Instructional sheet
   b. Student personal data sheet
   c. Report of physical examination of student
   d. Report of psychological evaluation of student
   e. Blank IEP forms
   f. Transparencies of blank IEP forms
   g. Visual aid pen
2. Learning Disability Teacher - comments about student
3. Parent's comments about teacher

(10 min.) D. Committee studies and discusses background material about student

(30 min.) E. Committee develops an IEP on the basis of the data available to include:

1. Annual goal
2. Primary assignment(s)
3. Reason for assignment
4. Related services
5. Special media or material
6. Dates of iniation and duration of services
7. Short term objectives for vocational area
8. Instructional methods for vocational area
9. Evaluation procedures for vocational area
10. Criteria for successful performance in vocational area

F. Teacher selects one committee to present their solution to the class

(5 min.) G. Selected committee presents their solution

(10 min.) H. Class critiques/discusses the solution presented

NOTE: An alternate procedure to the one described above would be to form only one five-member group and let it play the role of an IEP committee before the remainder of the class. At the conclusion of the role playing exercise, the remainder of the class would critique the committee's performance.

CONCLUSION: The teacher critiques the performance of the class and distributes copies of a solution to the problem (IIH-C-(I1) presented to the class during the practical exercise.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
SCHOOL DISTRICT Cleveland County

Student's Name: James Lawrence
Grade Program: 11th
Birthdate: July 3, 1963
School: Ratcliff Vocational-Technical
Date Written: June 24, 1980
Annual Review Date: Interim Review-Nov. 15, 1980, Final-June 9, 1981
Teacher(s): Ms. Smart, Ms. Baker
Person Responsible for Implementation of Program: Mr. Skinner
Date of IEP Planning Meeting: June 14, 1980

Participants in IEP Development and Writing:

Name	Title
Mr. Lawrence	Parent
Mr. Skinner	Spec. Ed. Supvr.
Ms. Smart	L.D. Teacher
Ms. Baker	Vocational Teacher

Primary Assignment(s):	Date of Initiation	Expected Duration of Services
Learning Disability Program	September 10, 1980	Until June, 1981
Vocational Program (Food Service)	September 24, 1980	Until June, 1981

Reason for Assignment(s):
James is functioning below grade level in math and reading. Learning Disability class will afford him opportunity to receive intense remedial instruction. James was placed in the Food Service on the basis of: expressed interest in the area of food preparation and restaurant operation, demonstrated competency in Singer Graflex Evaulation and prescribed academic achievement in L.D. program.

Related Services:	Date of Initiation	Expected Duration of Services
Transportation	September 8, 1980	Until June, 1981
Physical Education	September 8, 1980	Until June, 1981

Special Media or Materials:
Tutorial services as necessitated by the fact that James is expected to assume the same responsibilities as any Food Service student.

I have had the opportunity to participate in the development of the IEP for my (son) (~~daughter~~) and I (agree) (~~disagree~~) with it.

Mr. Lawrence
Signature of Parent

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IIH-C-(II) (1 of 2)

Student's Name: James Lawrence

Date IEP Written: June 24, 1980

Instructional Area: Food Services
Annual Goal: To develop entry level skills in one or more food service occupations.
Instructional Task: Interpret recipes

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE
Given the necessary tools, materials, equipment, and requisite knowledge, James will: 1. Define specific nomenclature and vocabulary terms found in basic recipes. a. Weights b. Measures c. Directions d. Temperatures e. Ingredients 2. Recognize the advantages of using standard food preparation recipes. 3. Accurately complete precooking procedures, such as gathering ingredients, selecting pans, etc.	Students compile list of unknown words through class discussion. Total class participation in looking up words. Students to role play action words (i.e., beating). Students review Betty Crocker booklets and text. Teacher assigns text review materials. <u>Materials</u> "Commercial Recipes" "Food Preparation Booklets" Food Services text	Teacher-produced test Teacher-directed questioning Performance on task	1. James will be able to define nomenclature and vocabulary terms with 90% accuracy. 2. James will be able to indicate verbally, with 100% accuracy, the advantages of using standard food preparation recipes. 3. James will perform the task without verbal or physical assistance with 100% accuracy.

APPENDIX

STUDENT PACKET MATERIAL

FOR

PRACTICAL EXERCISE IN DEVELOPING AN IEP

PROCEDURE FOR PRACTICAL EXERCISE (OR ROLE PLAYING) IN IEP DEVELOPMENT

Background:

A committee has been formed by the Special Education Supervisor of the Cleveland County School System to develop an Individualized Education Program (IEP) for a handicapped student named James Lawrence for the coming school year which begins August 10, 1980. Members of the committee are:

Mr. Skinner	-	Special Education Supervisor and Committee Chairperson
Mr. Lawrence	-	Parent of Student
Ms. Smart	-	Learning Disabilities Teacher
Mrs. Baker	-	Vocational Teacher (Food Service)

The date is June 14, 1980, and the committee has been convened at the Ratcliff Vocational Technical Center.

Actions Required of the Committee:

Using the material contained in the practical exercise packet, do the following:

A. Develop an IEP for James Lawrence to include the following:

1. Primary assignment(s) (with start and end dates)
2. Reason for assignment
3. Related services (with start and end dates)
4. Special medial material
5. Assignment of teachers and responsibility for implementing program
6. Annual review date
7. Annual goal
8. Short term objectives (vocational program only)
9. Instructional methods (vocational program only)
10. Evaluation procedures (Vocational program only)
11. Criteria for successful performance (vocational program only)

B. Be prepared to present completed IEP to entire class

INFORMATION ON STUDENT

FROM SCHOOL RECORDS

NAME: Lawrence, James William

DATE OF BIRTH: July 3, 1973

GRADE LEVEL: 11th

SCHOOL: Ratcliff Vocational-Technical Center

Report of Physical Exam on James Lawrence

Age: 18
Referred by: Special Education Supervisor for evaluation
Date: 9/23/80

Height: 6 feet

Weight: 158 lbs.

Physical Exam: James is a 17 year old, well-nourished, white male who after examination of all systems appears to be healthy. His visual acuity has been corrected by glasses and his mother states he is under a physician's care for adolescent acne. He was pleasant and cooperative during the examination.

Jacob M. Larry, M.D.

PSYCHOLOGIST'S REPORT

CONFIDENTIAL

Name: James Lawrence
Birthdate: July 3, 1963
Date: September 28, 1980

Referral Reason: Placement in Special Education

Tests Administered: WAIS Performance IQ - 96
Verbal IQ - 72
Total - 88

Model Interest Inventory:

Key Math Arithmetic - Grade Equivalent - 6.2
GORT Reading Test - Grade Equivalent - 7.1

James is a 17 year old, cooperative, white male who was referred for psychological testing for the possibility of placing him in a vocational program. He is a personable boy who enjoys doing things and indicated an interest in cooking. He has been enrolled in the cooking L.D. program at the high school for the past two years.

Performance:

James scored in the normal range of intelligence but with a wide discrepancy in the performance and verbal scores. His performance on the reading and math achievement tests, as well as the Bender-Gestatt, confirms the need for his enrollment in the L.D. class.

In the Model Interest Inventory test, high score was obtained in food preparation and restaurant operations.

Recommendation:

Because of James' interest in cooking, the scores on his Model Interest Inventory, and the performance score on the WAIS, I would recommend vocational training in food preparation and restaurant management.

I would also recommend continued enrollment in the L.D. class for tutorial services in reading and math.

Thank you for the opportunity to evaluate this very sociable young man.

Jean Fray

Jean Fray, Ph.D.
Psychologist

COMMENTS OF LEARNING DISABILITIES TEACHER

The L.D. program is recommended because James is functioning below grade level in both math and reading. This program will give him intensive tutorial instruction in math and reading so that he can participate in a vocational program.

James has shown improvement over the past two years in the program. He is cooperative and very helpful to teachers and other students. He enjoys baking things and bringing them to school for lunch treats.

COMMENTS OF PARENT

James has always been a good boy. He is helpful at home with household chores - especially cooking.

He likes to be the boss of his two younger brothers. He gets along well with kids his own ages and is polite to his elders.

He has become more sociable since he has been enrolled in the L.D. program and his math and reading has improved since he has been receiving special help with these subjects.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)
SCHOOL DISTRICT _____

Student's Name: _____ Grade Program: _____

Birthdate: _____ School: _____

Participants in IEP Development and Writing: Date Written: _____

Name Title Annual Review Date: _____

_____ Teacher(s): _____

_____ Person Responsible for Implementation of Program:

_____ _____

_____ Date of IEP Planning Meeting: _____

Primary Assignment(s):	Date of Initiation	Expected Duration of Services

Reason for Assignment(s):

_____

_____

_____

_____

_____

Related Services:	Date of Initiation	Expected Duration of Services

Special Media or Materials:

_____

_____

I have had the opportunity to participate in the development of the IEP for my (son) (daughter) and I (agree) (disagree) with it.

_____
Signature of Parent

Student's Name: _____

Date IEP Written: _____

Instructional Area:
Annual Goal:
Instructional Task:

SHORT-TERM OBJECTIVE	INSTRUCTIONAL METHODS MEDIA/MATERIAL TITLE(S) (OPTIONAL)	EVALUATION OF INSTRUCTIONAL OBJECTIVES	
		TESTS, MATERIALS EVALUATION PROCEDURES TO BE USED	CRITERIA FOR SUCCESSFUL PERFORMANCE

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